



Profiling Student Satisfaction: Evaluating the Effectiveness of Student Affairs and Services Programs

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Abstract

In the evolving landscape of higher education, Student Affairs and Services (SAS) programs play a vital role in supporting holistic student development beyond academics. As institutions strive to enhance student satisfaction, assessing the effectiveness of these programs has become essential. This study aimed to evaluate student satisfaction with SAS programs at the City College of Calamba by profiling students' demographic characteristics, identifying satisfaction levels, and exploring the relationship between these variables. Using a descriptive-correlational mixed-methods design, data were collected from 3,032 students through a self-developed survey instrument that included both quantitative Likert-scale items and qualitative open-ended questions. Spearman's Rho was applied to determine correlations between demographic profiles (gender, year level, and academic program) and satisfaction levels, while thematic analysis was used for qualitative data. Findings revealed that students were generally satisfied with SAS programs, particularly in areas related to student governance support and extracurricular activities. However, issues such as limited access to technological resources, financial constraints, and mental health challenges were prominent concerns. No significant relationships were found between demographic variables and satisfaction levels, indicating a broadly uniform perception of services across different student groups. The study contributed a data-driven enhancement plan focused on student-centered improvements, including expanded digital access, streamlined administrative processes, mental health initiatives, and mechanisms for amplifying student voices. These findings emphasize the importance of continuous assessment, inclusive practices, and responsive strategies in strengthening SAS programs and enhancing the overall student experience in higher education.

Keywords *Student Satisfaction, Student Affairs and Services (SAS), Higher Education Effectiveness, Service Quality Evaluation, Student Support Programs*

INTRODUCTION

Higher Education Institutions (HEIs) significantly influence students' academic, social, and personal growth. Beyond academics, Student Affairs and Services (SAS) provides vital support through advising, career guidance, student organizations, counseling, wellness, and financial aid. To stay relevant and practical, these services must be regularly evaluated in line with institutional goals.

The [International Association of Student Affairs and Services \(2002\)](#) stresses that student services should reflect student voices and promote holistic development. However, in the local context, SAS programs are often under-evaluated, with limited studies exploring student satisfaction across demographic groups.

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This study addresses that gap by assessing the effectiveness of SAS programs based on student satisfaction, examining demographic differences, and identifying academic challenges. Results will guide institutional improvements and inform an enhancement plan tailored to student needs.

The study specifically aims to answer:

- What are the demographic profiles of respondents (gender, year level, program)?
- How satisfied are students with specific SAS programs?
- Is there a significant relationship between demographics and satisfaction?
- What challenges affect student academic performance?
- What recommendations can improve SAS programs and satisfaction?
- What enhancement plan can be proposed based on the findings?

By offering localized, evidence-based insights, this research supports continuous improvement and strengthens student-centered quality assurance in HEIs.

LITERATURE REVIEW

Profiling Student Satisfaction

Students today expect personalized, tech-enabled services where academic support, clear communication, and inclusivity drive satisfaction. Meeting these expectations enhances engagement, retention, and institutional reputation (Tandet, 2024). Research shows satisfaction directly impacts retention, graduation rates, and alumni support (Cook, 2023). Effective SAS programs—focusing on advising, mental health, and extracurriculars—strengthen belonging and loyalty. Regular feedback and responsive services are crucial for sustained success.

Quality support services boost institutional competitiveness and student loyalty (Aspa et al., 2022). Refining services based on feedback improves outcomes and strengthens alumni relationships. A customer-focused SAS approach requires continuous improvement, efficient resource use, and a supportive environment. Institutions investing in student-centered services foster holistic development and become top higher education choices.

Assessing and Enhancing Student Affairs and Services (SAS) Programs

Evaluating SAS programs is vital to prioritizing student welfare and improving educational experiences. HEIs must use strong assessment tools to measure impact, find gaps, and guide improvements. Indicators like engagement, satisfaction, and retention help assess effectiveness. Aligning services with student needs allows institutions to stay responsive and supportive.

Compliance with Commission on Higher Education 2013, enhances student development and institutional efficiency. Lumasag and Gawahan (2025) report a 3.12 average compliance rating among Northern Mindanao HEIs, stressing the need for continued improvement in student services. Loren et al. (2023) also emphasize structured evaluations to refine SAS through student feedback.

Studies confirm that effective SAS programs support student success. Sison (2019) found generally positive student ratings but noted areas for improvement. Tan (2021) links SAS components like counseling, financial aid, and health services to academic performance, highlighting the need for ongoing evaluation.

Strategies for SAS Enhancement

Regular evaluation is essential for maintaining SAS quality and student retention. Sarvida & Sarvida (2023) emphasize that satisfaction data enhances program relevance and responsiveness, requiring updated offerings, trained staff, and robust feedback systems. While Bulawat et al. (2025) found generally positive student perceptions using the CIPP model, gaps persist in inclusivity, access, and resource allocation.

Hualda & Quinto (2023) advocate semi-annual evaluations and specialized staff training in communication and stress management to refine frontline services. Individual assessments provide more profound insights than group evaluations, enabling more personalized support. Strengthening SAS demands targeted assessments, technology integration, awareness campaigns, and expanded resources. Partnerships and staff development can address challenges like understaffing, inadequate facilities, and poor coordination (Calamayo et al., 2022).

The shift to flexible learning, as mandated by Commission on Higher Education 2021, underscores the need for innovation in student services—particularly the expansion of mental health support, the integration of digital tools, the provision of online training, and the streamlining of processes. Patalinghug et al. (2020) emphasize that students value responsive and accessible services over traditional physical resources, highlighting the importance of adaptability in service delivery. In line with this, digital platforms, automation, and real-time systems can significantly enhance student satisfaction while fostering a supportive academic environment. Similarly, Salandanan et al. (2021) stress the importance of continuous innovation in Student Affairs and Services (SAS), particularly through expanded mental health initiatives, improved digital resources, and more efficient organizational processes. Complementing these insights, a study on state universities in Samar revealed that student welfare and development programs—ranging from admission, counseling, and health services to student discipline and housing—were rated “very satisfactory,” yet still required enhancement through a structured action plan to address evolving student needs (Amit, 2019).

RESEARCH METHOD

Research Method Used

This study used a descriptive-correlational mixed-methods design to assess the effectiveness of Student Affairs and Services (SAS) programs through student satisfaction. It examined demographics (age, gender, year level, and program) and their correlation with satisfaction levels. Quantitative data were gathered via surveys, while open-ended questions captured deeper insights. A cross-sectional approach provided a comprehensive view to inform improvement plans.

Data Gathering Tool and Data Treatment

A self-developed survey served as the primary tool, designed based on literature, policies, and best practices. It included demographics, program awareness, satisfaction ratings (via a 5-point Likert scale), and open-ended feedback. The tool underwent expert validation and pilot testing to ensure reliability and clarity.

Table 1. Five - Point Likert Scale

Weight	Ranges	Qualitative Description
5	4.21-5.00	Very Satisfied
4	3.41-4.20	Satisfied
3	2.61-3.40	Neutral
2	1.81-2.60	Dissatisfied
1	1.00-1.80	Very Dissatisfied

The study used descriptive statistics to summarize student profiles and satisfaction levels, with Spearman's Rho assessing correlations between demographics and satisfaction. Thematic analysis of open-ended responses provided deeper insights, offering a comprehensive view to inform SAS program improvements.

Table 2. Spearman's rho correlation interpretation of values

Correlation Value	Qualitative Description
0.80 – 1.0	Very Strong Positive
0.60 - 0.799	Strong positive
0.40 – 0.599	Moderate Positive
0.30 - 0.399	Weak Positive
0.00 - 0.199	Very Weak

Description of Respondents

The study used convenience sampling to gather data from 3,032 students across all year levels and programs, capturing diverse perspectives on SAS services. While not random, the large sample enhances reliability and provides valuable insights for improving SAS programs.

FINDINGS AND DISCUSSION

1. Demographic Profile

Out of 3,032 respondents, 63.1% were female and 36.9% male, indicating higher female participation. This may reflect greater engagement or survey responsiveness among female students.

Table 3. Gender Distribution of Respondents

GENDER	Frequency	Percent
MALE	1120	36.9 %
FEMALE	1912	63.1 %
Total	3032	100.0 %

Second-year students made up the largest group at 42%, followed by third-year (31.4%), fourth-year (24.5%), and first-year students (2.1%). The low first-year turnout suggests limited exposure to SAS programs or institutional activities.

Table 4. Distribution of Respondents by Year Level

YEAR LEVEL	Frequency	Percent
FIRST YEAR	64	2.1
SECOND YEAR	1273	42.0
THIRD YEAR	951	31.4
FOURTH YEAR	744	24.5
Total	3032	100.0

The BSIT program had the highest representation (23.7%), followed by BSAIS (14.5%), BSA (13.1%), and BSP (11.8%). Education programs like BEEd (11.1%) and Secondary Ed. English (8.3%) also contributed, while others, such as Early Childhood, Secondary Ed. Filipino, and Social Science had minimal representation. The data reflects enrollment trends and varying levels of engagement across programs.

Table 5. Distribution of Respondents by Academic Program

PROGRAM	Frequency	Percentage
Early Childhood	47	1.6 %

PROGRAM	Frequency	Percentage
Elementary Education	337	11.1 %
Secondary Ed. English	253	8.3 %
Secondary Ed. Filipino	4	0.1 %
Secondary Ed. Math	121	4.0 %
Secondary Ed. Science	104	3.4 %
Secondary Ed. Soc Sci	1	0.0 %
Accountancy	397	13.1 %
Accounting Information System	441	14.5 %
Computer Science	251	8.3 %
Information Technology	718	23.7 %
Psychology	358	11.8 %
Total	3032	100.0 %

2. Respondents' Level of Satisfaction with Various Student Affairs and Services Programs

The analysis of student satisfaction with Student Affairs and Services (SAS) programs in Table 6 shows generally positive feedback, with satisfaction scores ranging from 3.52 to 3.78, all falling within the "Satisfied" category. The highest satisfaction was for support to the student council and organizations (3.78), while the lowest was for the student handbook's comprehensiveness (3.52). The overall satisfaction score was 3.76, indicating general satisfaction with some variability in responses. The data suggest that while support for extracurricular activities is strong, improvements in the student handbook's accessibility and information would enhance overall satisfaction.

Table 6. Respondents' Level of Satisfaction with Various Student Affairs and Services Programs

Various Student Affairs and Services Programs		Mean	Std. Dev.	Interpretation
1	The College personnel including the faculty, advisers, student affairs and services were accessible and courteous to answer questions or provide feedback	3.63	1.24	Satisfied
2	The orientation conducted by the College and student affairs and services, and other services were clearly outlined	3.68	1.24	Satisfied
3	The student handbook provided by the College contains information such as contact number of college personnel, how to access student services, etc.	3.52	1.22	Satisfied
4	The services to ensure psycho-	3.57	1.23	Satisfied

Various Student Affairs and Services Programs		Mean	Std. Dev.	Interpretation
	social and mental well-being are administered regularly.			
5	The services provided are accessible to students with disabilities, students belonging to indigenous groups, students who are solo parents, etc.	3.54	1.21	Satisfied
6	The College provided career and occupational opportunities.	3.68	1.24	Satisfied
7	The College supported activities of student organizations	3.78	1.30	Satisfied
8	The College supported the student council/government	3.78	1.30	Satisfied
9	The College publication is active and accessible	3.72	1.26	Satisfied
10	The College personnel in the Admission's / Registrar's Offices are helpful	3.59	1.25	Satisfied
11	The College provided accessible information to having a healthy lifestyle	3.56	1.22	Satisfied
12	The College provided accessible health services such as medical consultation among others.	3.67	1.25	Satisfied
13	The College provided a safe online / distance / flexible learning environment.	3.64	1.26	Satisfied
14	The cultural and arts program provided opportunities to develop and enhance talents, abilities, and values for appreciation, promotion and conservation of national culture and multi-cultural heritage	3.68	1.25	Satisfied
15	The sports development program provided physical fitness and wellness other than Physical Education subjects	3.69	1.27	Satisfied
16	Overall, how satisfied or dissatisfied were you with the student affairs and services?	3.68	1.23	Satisfied
GRAND MEAN		3.76	1.29	Satisfied

3. Relationship Between the Profile Variables and the Respondents' Level of Satisfaction with Student Affairs and Services Programs

The analysis of the relationship between demographic factors (gender, year level, and academic program) and satisfaction with student affairs and services in Table 7 shows weak to no significant correlations. Gender ($p = 0.154$), year level ($p = 0.070$), and academic program ($p = 0.321$) all showed weak positive relationships, but none were statistically significant. These results suggest that satisfaction with student services is generally consistent across demographic groups, indicating that factors like service quality and accessibility may have a greater impact on satisfaction.

Table 7. Relationship Between the Profile Variables and the Respondents' Level of Satisfaction with Student Affairs and Services Programs

Profile	Level of Satisfaction	Strength of relationship	Decision	Conclusion
Gender	0.154	Very Weak Positive	Fail to Reject Ho	No significant relationship
Program	0.321	Weak Positive		
Year Level	0.070	Very Weak Positive		
Legend: 0.00-0.199: Very Weak; 0.20-0.399: Weak; 0.40-0.599: Moderate; 0.60-0.799: Strong; 0.80-1.00: Very Strong.				

4. Challenges Encountered by the Respondents

Table 8 reveals key student challenges: 60.1% report limited tech access, highlighting the digital divide. Financial burdens affect 41.2%, while 38.8% struggle with basic needs. Access to learning materials (32.2%) and mental health (29.5%) are also concerns. Fewer cite instructor support (16.4%) or safety issues (2.3%), but all areas need attention. These findings emphasize the need for holistic support addressing technological, financial, and emotional barriers to success ([Student Services - Faculty & Staff Resources, 2023](#)).

Table 8. Challenges Encountered by the Respondents

CHALLENGES	Frequency	Percentage
Limited access to educational resources	977	32.22%
Limited access to technological resources	1822	60.10%
Limited funds for educational needs	1248	41.20%
Limited funds for basic needs	1176	38.80%
Lack support from professors	498	16.42%
Experiencing mental health problem	896	29.50%
Not feeling safe due to bullying, harassment, etc.	70	2.30%

5. Recommendations to Enhance the Effectiveness of the Student Affairs and Services Programs

Analysis of student feedback in Table 9 reveals four major concerns. Students strongly advocate for improved voice mechanisms (30 mentions), particularly through enhanced feedback channels like surveys and open forums to strengthen institutional responsiveness ([Finneran et al.,](#)

2023). Accessibility issues also feature prominently (25 mentions), with inadequate technology resources and basic amenities disproportionately affecting non-traditional students. Operational challenges include poor communication (20 mentions), bureaucratic delays in enrollment processes (18), and substandard facilities (10). Additionally, students highlight the need for better mental health support (15 mentions) and community-building initiatives (8), while marginalized groups face unique challenges (7 mentions) requiring targeted solutions (Lawton & Toner, 2020). While immediate improvements are necessary, sustainable success depends on developing equitable systems through streamlined operations and infrastructure upgrades (All4Ed, 2025). These findings provide a clear roadmap for boosting both student satisfaction and institutional effectiveness.

Table 9. Recommendations to Enhance the Effectiveness of the Student Affairs and Services Programs

codes/categories	verbatim responses	No. it occurs	No. of participants who responded	themes	Description of themes
Listening to Students	"pakinggan at tignan ang hinaing ng students" "Always listen and consider the suggestions" "Hear students' voice"	30	360	Student Feedback & Voice	Students emphasize the need for their concerns to be heard, suggesting surveys, suggestion boxes, and open communication channels. Many requests active responsiveness to feedback.
Service Accessibility	"Improve access to technological/educational resources" "Have internet access in school" "More food/water sources" "Centralized online portal for services"	25	360	Resource & Facility Improvement	Students highlight gaps in basic needs and suggest better organization. Some mention inequities.
Communication	"Clear and early	20	360	Transparenc	Criticisms

codes/categories	verbatim responses	No. it occurs	No. of participants who responded	themes	Description of themes
	announcements" "Avoid confusion between offices" "Use physical posters more often"			y & Clarity	include last-minute announcements and disorganized processes. Students propose standardized communication.
Mental Health & Support	"Expand mental health services" "Counseling every semester" "Address student well-being"	15	360	Holistic Student Care	Requests for accessible counseling, stress reduction, and awareness campaigns.
Administrative Efficiency	"Faster enrollment process" "Organized clearance signing" "Reduce overcrowding in offices"	18	360	Process Streamlining	Complaints focus on bureaucratic delays. Suggestions include digital ticketing and better staff training.
Academic Support	"More competent professors" "Flexible schedules for online/F2F transitions" "Extended library hours"	12	360	Teaching & Learning Quality	Concerns include rushed lectures and lack of professor accountability. Some ask for "regular evaluations of teaching methods."
Financial & Material Aid	"Increase financial assistance"	10	360	Equity & Assistance	Students from low-

codes/categories	verbatim responses	No. it occurs	No. of participants who responded	themes	Description of themes
	"Provide gadgets for students" "Higher allowance for upper years"				income backgrounds request more scholarships, subsidies, and free materials.
Student Engagement	"More collaborative activities" "Free days for events" "Leadership training"	8	360	Community Building	Suggestions include interactive workshops, social events, and spaces for interaction.
Inclusivity	"Be inclusive of irregular students" "Representatives for marginalized groups" "Avoid bias in services"	7	360	Representation & Fairness	Calls for tailored support for non-traditional students and accountability for staff behavior.
Facilities & Infrastructure	"Fix ComLab computers" "More water dispensers" "Safe resting areas"	10	360	Campus Environment	Complaints cite inadequate facilities. Proposals include investing in "comfortable, functional spaces."
Discipline & Safety	"Stricter disciplinary actions" "Anti-bullying programs" "Safer environment"	5	360	Policy Enforcement	Students report unmet safety needs and urge clearer rules.

6. Proposed Student Affairs and Services Enhancement Plan

The enhancement plan tackles key gaps through four initiatives: (1) Tech access improvements via laptop donations and WiFi upgrades; (2) Operational efficiency through a one-

stop service hub and biannual design sprints; (3) Expanded mental health support with "Well-being Wednesdays" and impact surveys; (4) Inclusivity efforts, including a Navigator program and bias training. Progress will be tracked via mixed-method assessments and public scorecards, balancing quick wins with systemic change while ensuring accountability through assigned offices. This student-centered approach addresses both urgent needs and long-term transformation.

Table 10. Student Affairs and Services Enhancement Plan Implementation Table

Activity	Objectives	Strategies	Evaluative Measures	Time Frame	Key Person/Office
Quarterly Pulse Surveys	Gather real-time feedback on services	<ul style="list-style-type: none"> - Digital surveys via LMS/email - Focus groups for qualitative data 	<ul style="list-style-type: none"> - Participation rate - 50 % of feedback implemented 	Every 3 months	Office of Student Affairs (OSA)
Student Advisory Councils	Ensure representation of diverse student groups	<ul style="list-style-type: none"> - Monthly meetings with SAS leaders - Open nomination process 	<ul style="list-style-type: none"> - Number of policies influenced - Council diversity metrics 	Ongoing	Student Government + OSA
24/7 WiFi Upgrade	Provide reliable internet access	<ul style="list-style-type: none"> - Infrastructure audit - Staged rollout across campus 	<ul style="list-style-type: none"> - Speed test results - Usage analytics 	6 months	MISD + Facilities Management
Laptop Donation Drive	Bridge technology gaps for low-income students	<ul style="list-style-type: none"> - Partner with tech companies/NGOs for refurbished laptop donations - Launch "Tech for All" campaign to solicit community donations - Set up quality-check protocols for donated devices 	<ul style="list-style-type: none"> - Number of laptops secured - 50 % of eligible students served - Device functionality ratings 	6 months	VPEL + MISD
One-Stop Service Hub	Reduce bureaucratic runaround	<ul style="list-style-type: none"> - Co-locate registrar/counseling - Online appointment scheduler 	<ul style="list-style-type: none"> - Service resolution time - Student satisfaction scores 	8 months	Registrar + Guidance
Well-being Wednesdays	Increase mental health service accessibility	<ul style="list-style-type: none"> - Pop-up counseling in libraries/cafes - Peer support booths 	<ul style="list-style-type: none"> - Attendance rates - Pre/post stress 	Weekly	Guidance + Student Volunteers

Activity	Objectives	Strategies	Evaluative Measures	Time Frame	Key Person/Office
			surveys		
Irregular Student Navigator	Provide tailored support for non-traditional pathways	- Dedicated advisor - Customized academic roadmaps	- Retention rates of irregular students - Exit interviews	3 months pilot	Dean's Office
Bias Reduction Training	Improve inclusivity in service delivery	- Workshops for frontline staff - Secret shopper assessments	- Student complaints related to bias - Training completion rates	Quarterly	QAPDO + GAD
SAS Scorecard Publication	Enhance transparency of improvements	- Public dashboard on website or FB Page - Infographics in common areas	- Website engagement metrics - Student awareness surveys	Bi-annually	OSA + Communications Office
Service Design Sprints	Co-create solutions with students	- 2-day hackathons for process redesign - Rapid prototyping	- Number of solutions implemented - Participant satisfaction	Twice yearly	OSA + Student Innovation Team

CONCLUSIONS

This study confirmed that students are generally satisfied with the Student Affairs and Services (SAS) programs, with the highest ratings given to support for student organizations and council activities. However, areas such as the student handbook and services for special groups showed room for improvement. The analysis also highlighted variations in satisfaction across demographic groups and identified academic challenges that affect student performance.

In response to these findings, a targeted enhancement plan was developed to address specific gaps, improve service delivery, and ensure inclusive, student-centered support. The adoption of this enhancement plan is crucial to advancing institutional goals, strengthening student engagement, and promoting holistic development. By aligning services with evidence-based insights, HEIs can reinforce quality assurance practices and ensure the continuous relevance and responsiveness of SAS programs.

LIMITATIONS & FURTHER RESEARCH

Convenience sampling and self-reported data may limit generalizability. Future studies should use longitudinal/mixed methods to examine SAS impacts, compare institutions, and explore AI-driven support systems for more targeted improvements.

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